

REC ●

Teacher Advisory Council (TAC)

December 10, 2020

1:00-3:00 p.m. ET

Second Quarter Meeting

Jason Glass, KDE Commissioner

Stacy Noah, TAC Liaison

Please share video if possible and mute yourself unless speaking.

I. Welcome

Jason Glass, Commissioner, Kentucky Department of Education





II. Approve Minutes from Last Meeting and Roll Call of Members

Stacy Noah

Office of Educator Licensure and Effectiveness
Division of Educator Preparation and Certification
Kentucky Department of Education

ROLL CALL

Thanks to Jolena Sizemore for her service to TAC.

 KENTUCKY DEPARTMENT OF EDUCATION COMMISSIONER'S TEACHER ADVISORY COUNCIL (TAC) 			
Member		Representation	Rotating Off
Stephanie Beason	stephanie.beason@warren.kyschools.us	Warren County	March 2021
Chandra Britt	chandra.britt@ksd.kyschools.us	Kentucky School for the Deaf	October 2021
Miles Johnson	miles.johnson@jessamine.kyschools.us	Jessamine County	March 2021
Bo Mullins	bo.mullins@ksb.kyschools.us	Kentucky School for the Blind	October 2021
Lainey Neal	lainey.neal@montgomery.kyschools.us	Montgomery County	March 2021
Noraa Ransey	noraa.ransey@calloway.kyschools.us	Calloway County	March 2021
Jolena Sizemore	jolena.sizemore@laurel.kyschools.us	<u>Laurel County</u>	September 2020
Garris Stroud	garris.stroud@hopkins.kyschools.us	Hopkins County	March 2021
Carrie Walters	carrie.walters@wayne.kyschools.us	Wayne County	March 2021
John Whipple	john.whipple@breckinridge.kyschools.us	Breckinridge County	March 2021
Quentin Johnson	Quentin.johnson@fayette.kyschools.us	Fayette County	October 2022
Jennifer Howard	Jennifer.howard@magoffin.kyschools.us	Magoffin County	October 2022
Taylor Sullivan	Taylor.sullivan@boone.kyschools.us	Boone County	October 2022
Abigail Nash	Abigail.nash@mercerc.kyschools.us	Mercer County	October 2022
Allen Hensley	Allen.hensley@fayette.kyschools.us	Fayette County	October 2022
Beverly Rutledge	Beverly.rutledge@carter.kyschools.us	Carter County	October 2022
Tiffany Dunn	Tiffany.dunn@jefferson.kyschools.us	Jefferson County	October 2022

Kim Saylor	Kim.saylor@mboro.kyschools.us	Middlesboro Independent	October 2022
Bryanna Shelby	Bryanna.shelby@jefferson.kyschools.us	Jefferson County	October 2022
Angela Beavin	Angela.beavin@franklin.kyschools.us	Franklin County	April 2023

- Stephanie Beason, Warren County
- Chandra Britt, Kentucky School for the Deaf
- Miles Johnson, Jessamine County
- Laney Neal, Montgomery County
- Garris Stroud, Hopkins County
- Carrie Walters, Wayne County
- John Whipple, Breckinridge County
- Quentin Johnson, Fayette County
- Jennifer Howard, Magoffin County
- Taylor Sullivan, Boone County
- Abigail Nash, Mercer County
- Allen Hensley, Fayette County
- Noraa Ransey, Calloway County
- Beverly Rutledge, Carter County
- Tiffany Dunn, Jefferson County
- Kim Saylor, Middlesboro Independent
- Bryanna Shelby, Jefferson County
- Angela Beavin, Franklin County

Please unmute your microphone and enable your camera to introduce yourself.

Digital Sign In

1. Please access the digital sign in by using the provided link posted in chat or the link below. [click here to sign in](#)

1. Select today's date and sign in.

Teachers Advisory Council (TAC)
Attendance 2020-2021
Please complete this form for each meeting you attend.
* Required

Select today's meeting date for attendance purposes. *

☐ October 1, 2020
☐ December 10, 2020
☐ March 23, 2021
☐ June 10, 2021

Your email address *

Your answer

First Name *

Approve October 1, 2020 Summary Minutes

ADVISORY GROUPS

Teachers Advisory Council (TAC)

Published: 12/3/2020 3:38 PM

Purpose: The Teachers Advisory Council (TAC) is designed to improve the educational landscape of Kentucky by providing Kentucky's Commissioner of Education with direct input from Kentucky's classrooms. Bridging the gap between policy and practice, the TAC was created to advise the commissioner on educational priorities so that Kentucky's students are well-prepared for any career they choose. The ultimate goal is effective teaching in every school, every classroom, every day.

Membership: The TAC is comprised of approximately twenty (20) teacher leaders from across the Commonwealth who contribute crucial, diverse perspectives on education. The TAC members should have instructional expertise in various disciplines, grade bands, and areas of specialization that represent Kentucky's varied student population. Teachers are selected and appointed to the TAC for 3-year terms and attend 3-4 face-to-face meetings in Frankfort each school year.

Stacy Noah

Office of Educator Licensure and Effectiveness

300 Sower Blvd., 5th Floor

Frankfort, KY 40601

(502) 564-1479 Ext. 4523

stacy.noah@education.ky.gov

[CLICK HERE](#)

Meeting Information

[Members List](#)

Meeting Dates:

March 23, 2021

June 10, 2021

December 10, 2020

- [December 10 Agenda](#)

October 1, 2020

- [October 1 Agenda](#)
- [October 1 Summary](#)
- [View October 1 Recording Here](#)

July 14, 2020

- [July 14 Agenda](#)
- [July 14 Summary](#)
- [View July 14 Recording Here](#)
- [July 14 PowerPoint](#)

April 21, 2020

- [April 21 Agenda](#)
- [April 21 Summary](#)
- [View April 21 Recording Here](#)

Approve 1st Quarter 2020 Summary Minutes

Please take a moment to review the 1st Quarter (October 1, 2020) Summary Minutes

- ❑ Motion to accept (Unmute and announce your name and motion)
- ❑ Second (Unmute and announce your name and second)
- ❑ All in favor, please type “approve” in chat feature.

III. KDE Efforts to Support Diversity, Equity and Inclusion

Dr. Thomas Woods-Tucker
KDE Chief Equity Officer
Office of Teaching and Learning

Guiding Question: In what ways does identity inform you as a classroom educator?

- **Part 1: Understanding Privilege**
- On your own, read through the privilege statements. If you identify with one of the privileges listed, make a check mark.
- [Link to Handout](#)

Discuss: (10 minutes)

- How does it feel to have or not have certain privileges?
- Did you become aware of any privileges you had not previously considered?

Part 2: Using Privilege

- Watch a short video of Dr. Joy DeGruy describing a racist encounter in a supermarket and how her sister-in-law used her privilege to intervene.

Discuss: (10 minutes)

- What are your thoughts watching that video? How did it make you feel?
- How did her sister-in-law use her privilege in the situation?
- What if Dr. DeGruy was the one who questioned the cashier, how could you support her in that situation?
- Have you had experiences where someone with privilege supported you? Have you used your privilege to support others?

Understanding Privilege

Let's Check Our Collective Privilege

Olua (2019) writes:

...start thinking about how this privilege might have influenced not only your status in society, but your experience with and understanding of the world at large. How might your privilege have impacted your ideas on racism, on education, on the environment? Then start seeking out work on these subjects by people who don't have your same privilege, **and listen when those people are speaking** (p. 66).



What Does “Check Your Privilege” Actually Mean?

- ✓ Doesn't have to be said in an offensive way
- ✓ Remind participants: “Privilege, in the social justice context, is an advantage or a set of advantages that you have that others do not” (Oluo, p. 59, 2019).



What Does “Check Your Privilege” Actually Mean?

- “When somebody asks you to ‘check your privilege’ they are asking you to pause and consider how the advantages you’ve had in life are contributing to your opinions and actions, and how the lack of disadvantages in certain areas is keeping you from fully understanding the struggles others are facing and may in fact be contributing to those struggles” (Oluo, p. 63, 2019).
- Is anyone on the call left-handed and willing to unmute your mic?



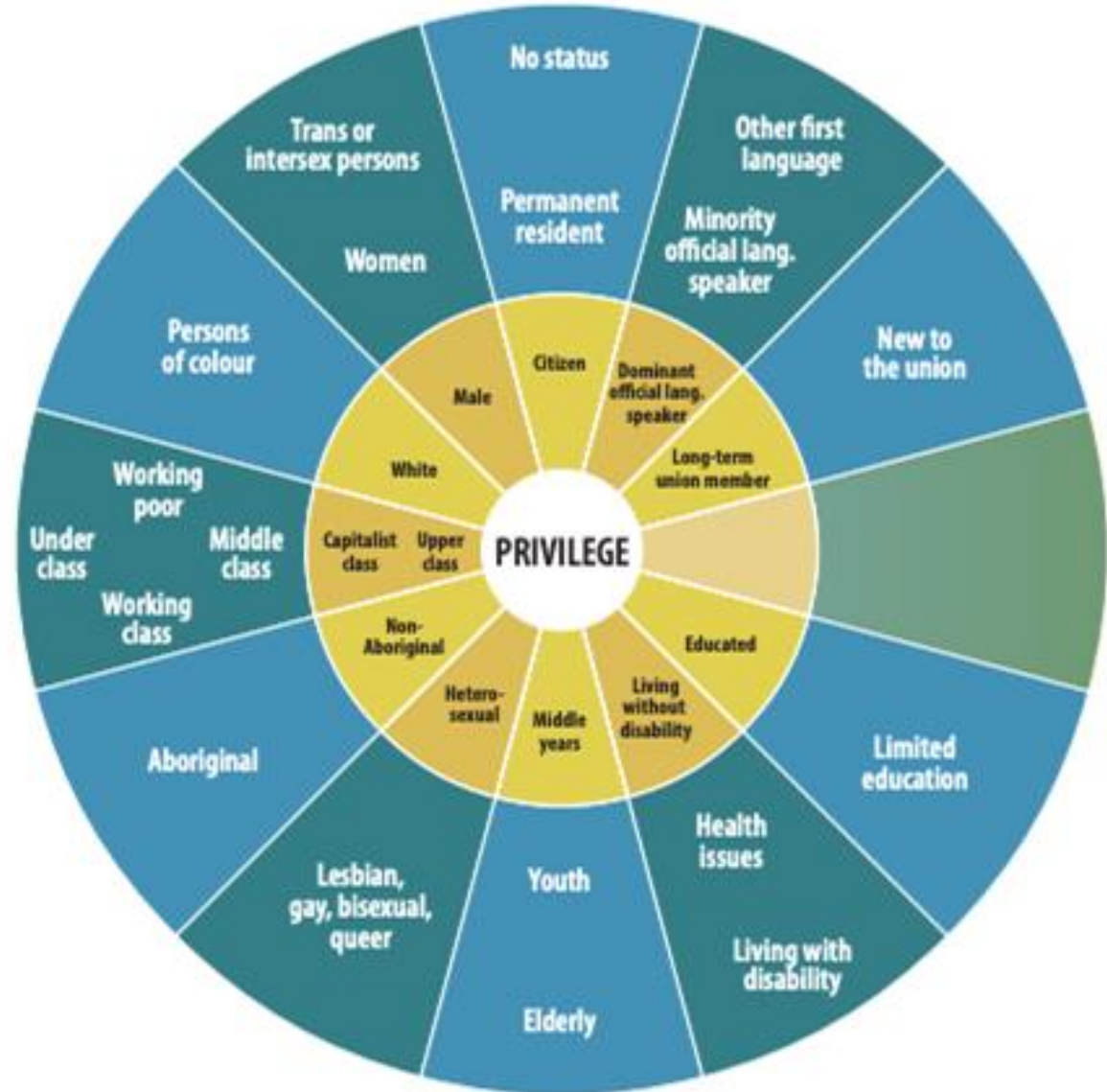
What Does “Check Your Privilege” Actually Mean?

“You can be both privileged in some areas of life, and underprivileged in others. Both can be true at once and can impact your life at the same time. This (next activity) is an exercise you should do even if you feel extremely underprivileged in life” (Oluo, p. 65,66, 2019).



Privilege/Oppression Wheel? (Natalie):

- Plot your privilege
- Connect all the dots
- We might be closer to one or another in certain ways
- [From Jen: A](#) (the visual) and a [resource](#):



Support KDE Can Provide to Assist Districts and Schools with Equity Initiatives

- Provide annual data utilizing the equity tab in the School Report Card and raise awareness about this data (economically disadvantaged, ELL, experience of teachers, etc.)
- Provide an equity toolkit (including an equity dashboard utilizing indicators)
- Review and revise policies and practices in districts and schools to ensure equity
- Ongoing training opportunities
- Embed equity in multi-tiered systems of support and the social/emotional development of children and adults
- Provide sample language that schools/districts can adapt and use
- Create surveys/scan for district/school employees, students and families about equitable practices in each school that are working or that are needed; Pull out questions from existing surveys (ex: Panorama Impact Survey-educating all student indicator to show growth in equity over time) to compare data; Choose mandatory survey; Use advisory/steering committee to create suggested items to add; Create equity action plan exemplars
- Encourage equity being embedded in each school district's strategic plan
- Facilitate professional development opportunities for districts to share what is working and to share ideas to create better outcomes for what may not be working
- Point to innovative research that may further our work in the Commonwealth



Target Resources to Diversify the Teaching Workforce Through the Kentucky Academy for Equity in Teaching (KAET)



Provide Access to
High Quality,
Standards/aligned
Instructional
Resources to
Ensure Equitable
Access to
Learning (CCSSO)

- Professional Development of the Council of Chief State Officers
- Ensure standards, curriculum and resources reflect the population of our students
- Social Emotional Academic Development
- JCPS Affirming Racial Equity Tool



- Partner with University of Louisville and Kentucky State University
- Begin Conversations at Eastern Kentucky University, Western Kentucky University and the University of Kentucky
- Partner with the Council on Postsecondary Education to learn ways we can increase enrollment in postsecondary programs
- Create financial incentivizes or employability commitments for Black and Latinx students in our Teaching and Learning pathway (CTE) to attend in-state universities and study education
- Teacher residency grant program
- Connect students in the Teaching and Learning pathway with early dual credit opportunities
- Ensure there are student organizations for future Black and Latinx educators
- Collaborate to increase teacher efficacy
- Create “Grow Your Own” programs: 60% of teachers work 20 miles from where they grew up
- Recruit diverse veterans (among others)

Partner with
Higher Education
to Set High
Standards for How
Teachers are
Prepared and
Licensed to
Improve Teacher
Quality



Connect Effective Anti- bias Training to Explicit Outcomes Including:

- Pre-post tests for training (did our training accomplish its goals?)
- Increased enrollment in accelerated learning opportunities for traditionally marginalized students (ex: dual credit, gifted and talented programs, Advanced Placement, Cambridge, International Baccalaureate)
- Decreased discipline referrals for traditionally marginalized students (by organization and trainee)
- A decrease in expulsions, suspensions, and referrals to alternative programs for traditionally marginalized students
- A change in overt and covert policies and practices that intentionally or unintentionally target Black and Latinx students (ex: sagging pants)
- Intentionally diversify curriculum
- Plan for ongoing trainings and conversations
- Endorse the Seal of Biliteracy
- A commitment by trainees to utilize a minimum of one tool presented and to implement this tool into their practice.



Catalogue and make Available our Racial Trauma and Anti-bias Trainings

- Partner with Dr. Cleveland (EKU), Dr. Sweeney (KDE), Dr. Kniffley (Spalding) and Jocelyne Waddle, MPA, M.Ed, NBCT (KDE) and Dr. Brewer (KDE) among others



IV. Draft Kentucky Academic Standards for World Language

Krista Hall, Erin Chaves, & Thomas Clouse
Office of Teaching and Learning
Division of Academic Program Standards
Kentucky Department of Education

Guiding Questions: Do you agree with the key points of the writer's vision statement? Should the key points of the writer's vision statement be weighted equally, or should specific points be more emphasized?

Guiding Questions

- Do you agree with the key points of the writer's vision statement?
- Should the key points of the writer's vision statement be weighted equally, or should specific points be more emphasized?

KRS 158.6453 Standards Revision Requirements

The standards revision to the content standards shall:

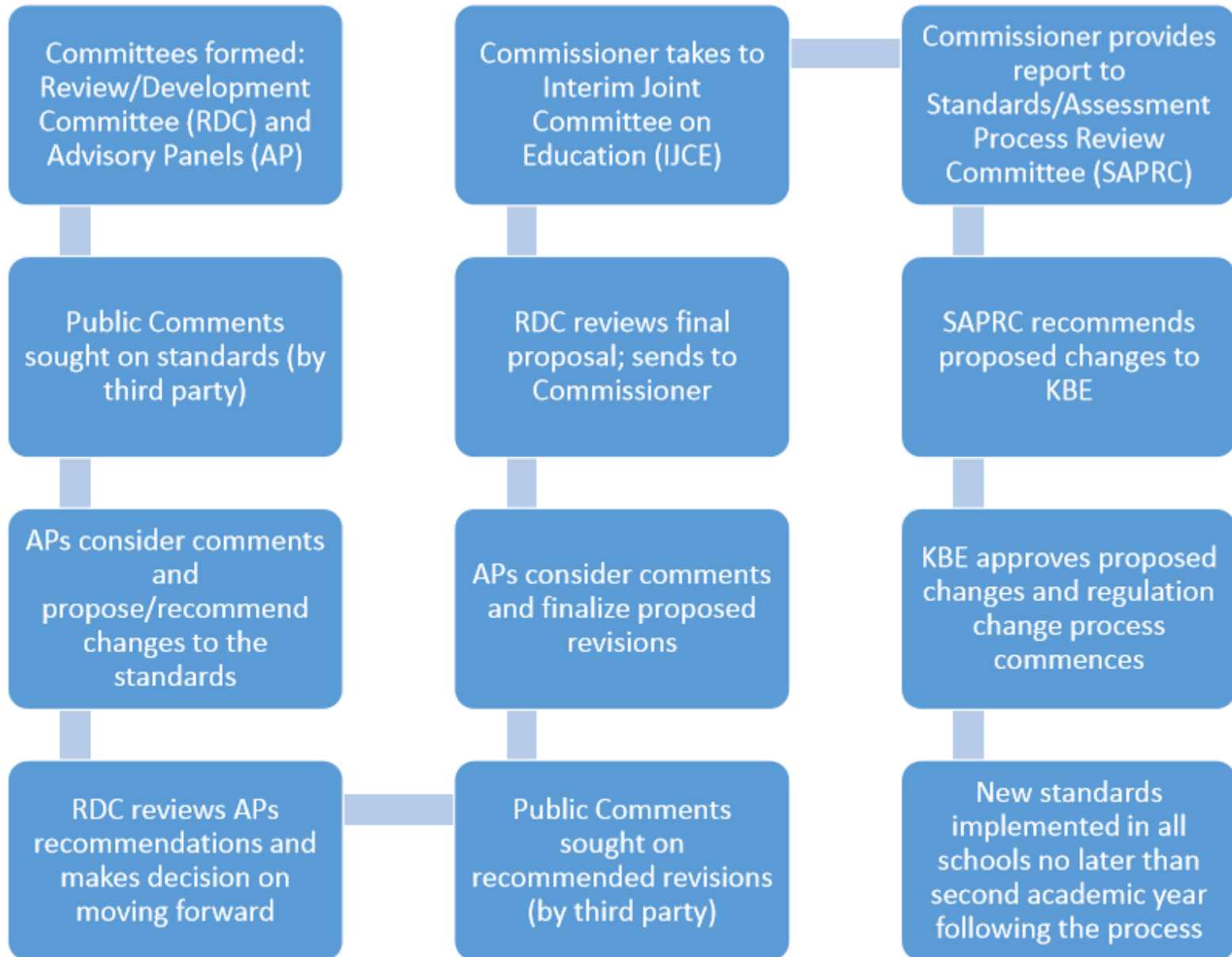
- ▶ Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- ▶ Result in fewer but more in-depth standards to facilitate mastery learning;
- ▶ Communicate expectations more clearly and concisely to teachers, parents, students and citizens;

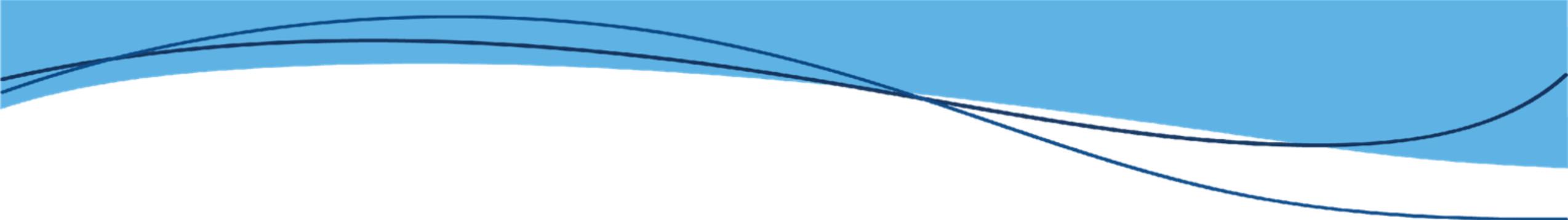
KRS 158.6453 Standards Revision Requirements

The standards revision to the content standards shall (continued):

- ▶ Be based on evidence-based research;
- ▶ Consider international benchmarks; and
- ▶ Ensure that the standards are aligned from elementary to high school to postsecondary education so students can be successful at each education level.

Standards (and Assessments) Review Process – to occur every 6 years





Draft *Kentucky Academic
Standards for World Language*

KAS for World Language

Timeline Overview

- ▶ **August/September 2019** – Open standards for public comment/feedback
- ▶ **January/February 2020** – Initial World Language Advisory Panel (AP) meetings
- ▶ **March** – Initial World Language Review Committee (RC) meetings
- ▶ **May/June** – World Language AP meet for review and revision; World Language RC meet for review and revision
- ▶ **August/September** – Open draft World Language standards for public comment/feedback
- ▶ **October** – Finalize draft World Language standards
- ▶ **December** – First reading by Kentucky Board of Education

Writer's Vision Statement

- Provide equitable opportunities and capabilities to use language and cultural knowledge;
- Ensure a rich exposure and understanding of both people, places and practices of the target culture;
- Empower students to become individuals who are inquirers, empathetic, risk-takers, reflexive and good communicators; and
- Intentionally push the focus of culture to the core of the language learning experience.

Draft *Kentucky Academic Standards for World Language*

Highlights:

- ✓ The progression was based upon the ACTFL proficiency levels and the NCSSFL-ACTFL can-do statements. The progressive nature of language acquisition forms through proficiency levels from Novice to Intermediate to Advance.
- ✓ Use culturally appropriate verbal and nonverbal skills to build relationships with people of different cultures.
- ✓ Intentionally push the focus of culture to the core of the language learning experience; the global competencies are highlighted in more detail, and sample topics related to equity are specifically included.

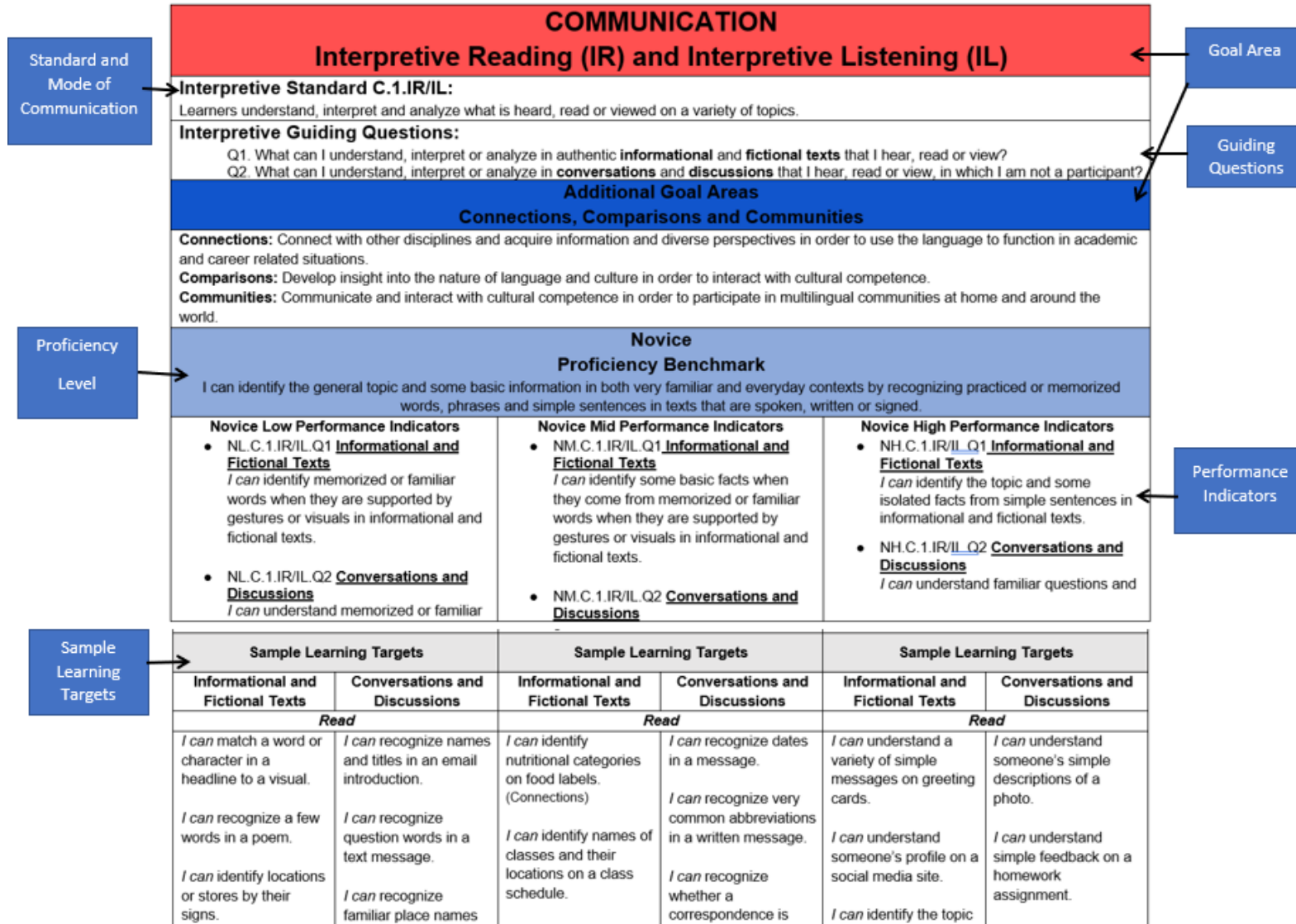
Draft *Kentucky Academic Standards for World Language*

Highlights:

- ✓ Sample learning targets integrate the additional goal areas of Connections, Comparisons and Communities within a variety of categories.
- ✓ Align to the American Sign Language learning, language has been introduced to account for receptive and expressive signing. These have been included in sub-headings for sample learning targets in interpretive as “viewed,” interpersonal as “signing” and presentational as “signed.”

Draft *Kentucky Academic Standards for World Language*

How to Read the World Language Standards



Draft Kentucky Academic Standards for World Language

How to Read the World Language Standards

	INTERCULTURAL COMMUNICATION (ICC) Investigation and Interaction		Goal Area
Standard and Mode of Communication	Investigate Standard ICC.1.INV: Learners use the language to investigate, explain and reflect on the relationship between the products and practices of the cultures studied. Guiding Questions: Q1. What cultural products can I identify/compare/explain in my own and other cultures? Q2. What cultural practices can I identify/compare/explain in my own and other cultures?	Interact Standard ICC.2.INT: Learners use the language to investigate, explain and reflect on the relationship between the language and behavior of the cultures studied. Guiding Questions: Q1. How can I communicate with others from the target culture while showing cultural awareness/interest/understanding? Q2. How can I interact with others from the target culture and demonstrate culturally appropriate behaviors?	Guiding Questions
Proficiency Level	Novice Proficiency Benchmark In my own and other cultures, I can identify products and practices to help me understand perspectives.	Novice Proficiency Benchmark I can interact at a survival level in some familiar everyday contexts.	
	Novice Performance Indicators: <ul style="list-style-type: none">N.ICC.1.INV.Q1 Products In my own and other cultures, <i>I can</i> identify some typical products related to familiar everyday life.N.ICC.1.INV.Q2 Practices In my own and other cultures, <i>I can</i> identify some typical practices related to familiar everyday life.	Novice Performance Indicators: <ul style="list-style-type: none">N.ICC.2.INT.Q1 Language <i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.N.ICC.2.INT.Q2 Behavior <i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	Performance Indicators
Sample Learning Targets	Sample Learning Targets Products and Practices In my own and other cultures, <i>I can</i> identify how culture is reflected in currencies.	Sample Learning Targets Language and Behavior <i>I can</i> use rehearsed language and behaviors when purchasing items in a familiar setting.	

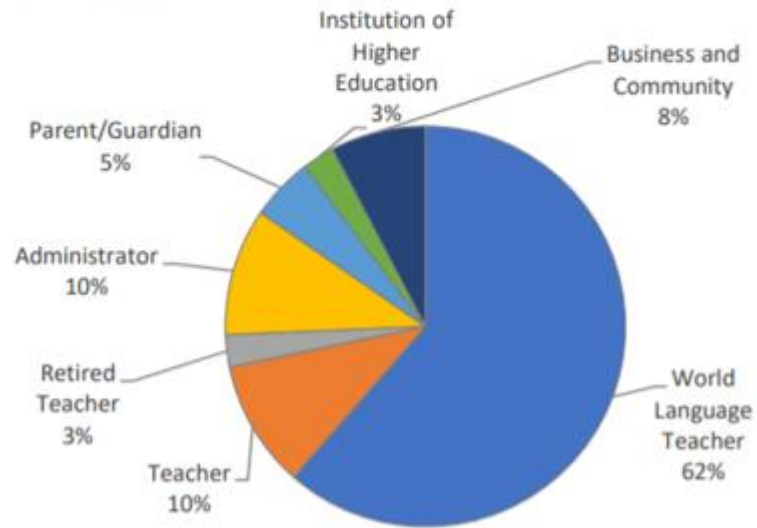


Public Feedback/Comment Survey Results

Public Comment Period: Survey Details and Respondent Roles

Respondent Information

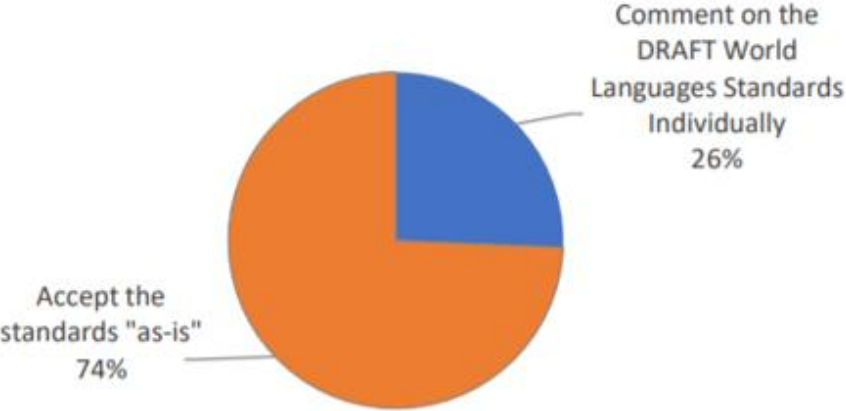
Which role best describes your affiliation with KY public schools?
(39 responses)



Respondent's Affiliation	%
World Language Teacher	61.5
Teacher	10.3
Retired Teacher	2.6
Administrator	10.3
Parent/Guardian	5.1
Institution of Higher Education	2.6
Business and Community	7.7

Public Comment Period: Accept Standards “as-is”

How would you like to provide feedback to the DRAFT World Languages standards?
(39 responses)



Type of Feedback	%
Comment on the DRAFT World Language Standards Individually	25.6
Accept the Standards "as is"	74.3

- 74% accepted the standards “as-is”

Public Feedback and Additional Comments

Suggestions and Recommendations:

- Streamline and simplify the document
- Place Intercultural Communication Standards (ICC) standards before the Communication standards
- Include a framework in the Investigation standards
- Review the language of the Interaction standard

Additional Feedback Sought from Various Groups

- Student Advisory Council
- School Curriculum Assessment Accountability Council
- State Advisory Council for Gifted and Talented Education
- State Advisory Council for Exceptional Children
- Local Superintendents Advisory Council
- Principal Advisory Council
- Teacher Advisory Council
- Two focus groups also were conducted in November 2020 to gather feedback from (1) student representatives (Fayette County) and (2) Kentucky World Language Association (KWLA) representatives.

Writer's Vision Statement

- Provide equitable opportunities and capabilities to use language and cultural knowledge;
- Ensure a rich exposure and understanding of both people, places and practices of the target culture;
- Empower students to become individuals who are inquirers, empathetic, risk-takers, reflexive and good communicators; and
- Intentionally push the focus of culture to the core of the language learning experience.

Draft *Kentucky Academic Standards for World Language*

Questions?

V. Accountability Changes

Helen Jones
Office of Assessment and Accountability
Kentucky Department of Education

Guiding Question: Of the amendments and recommendations to the regulation 703 KAR 5:270, what are your thoughts, opinions, and reactions?"

Of the amendments and recommendations to the regulation 703 KAR 5:270, what are your thoughts, opinions, and reactions?

Senate Bill 158 (2020)

Impact of SB 158 (2020)

- Senate Bill 158 (2020) makes significant changes to the statewide accountability system and the achievement gap definition.
- Changes include:
 - Performance-based on a combination of academic and school quality indicators and measures known as “state indicators.” SB 158 exclusively lists these indicators.
 - Requires state indicators be evaluated on “status” and “change” and defines the terms.
 - Requires a school's overall performance, status and change to be displayed on an online dashboard.

Status and Change for State Indicators

Senate Bill (SB) 158 stipulates that school performance must be measured exclusively for the designated indicators.

- **Status**, which is defined as the annual school-level summary based on student performance that year, and
- **Change**, which is defined as the difference between one year's Status score and the subsequent year's Status score, e.g., 2022 State Assessment Results for Reading and Mathematics (Proficiency) compared to 2021 State Assessment Results for Reading and Mathematics (Proficiency).

State Indicators

- State Assessment Results in Reading and Mathematics (E/M/H)
- State Assessment Results in Science, Social Studies and Writing (E/M/H)
- English Learner Progress Toward English Language Proficiency (E/M/H)
- Quality of School Climate and Safety (E/M/H)
- Postsecondary Readiness (High School Only)
- Graduation Rate (High School Only)

Summary of Regulation Changes

- ☐ Alignment of language and requirements to SB 158 (2020)
- ☐ Alignment of language in regulation to process for dual credit data collection for academic and career readiness
- ☐ Recommendations to KBE based on guidance and discussion from Nov. 6 meeting
 - Status and Change for indicators;
 - Weights and combining performance; and
 - English learner progress indicator with flexibilities; and
 - Minimum-n count.
- ☐ Connects reporting requirements in Section 5 to Kentucky's Consolidated State Plan



Combining Status and Change

Comparison 5 x 5 Colored Tables

Recommended

Change

Alternative

Status

LEVEL	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Box C				Box B
High in Current Year					
Medium in Current Year					
Low in Current Year					
Very Low in Current Year	Box A				Box D

LEVEL	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Box C				Box B
High in Current Year					
Medium in Current Year					
Low in Current Year					
Very Low in Current Year	Box A				Box D

As defined in SB 158, KDE and LSAC will approve the numerical cut scores that move performance from one cell to another.



Weights and Overall Designation

Proposed Overall Accountability Weights

Overall Accountability Weights						
	State Assessment Results (Reading and Mathematics)	State Assessment Results (Science, Social Studies and Writing)	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate (4- and 5-year cohort)
Elementary Schools	51	40	5	4	–	–
Middle Schools	46	45	5	4	–	–
High Schools	45	20	5	4	20	6

Federal law requires the greatest emphasis on Reading and Mathematics and English Language progress at elementary and middle schools. At high school, federal law requires emphasis on Reading and Mathematics and Graduation Rate.

Proposed Overall Designations

- An overall performance rating for elementary, middle and high schools reported using a color rating system to communicate performance of schools, with red being the lowest rating and blue being the highest rating
- Color ratings to include five performance levels from highest to lowest, Blue, Green, Yellow, Orange and Red

Color Ratings:
Blue
Green
Yellow
Orange
Red

Minimum N Count

Minimum N Count

Under the *Every Student Succeeds Act* (ESSA), states are responsible for setting the minimum number of students needed to form a student demographic group for federal accountability and reporting purposes.

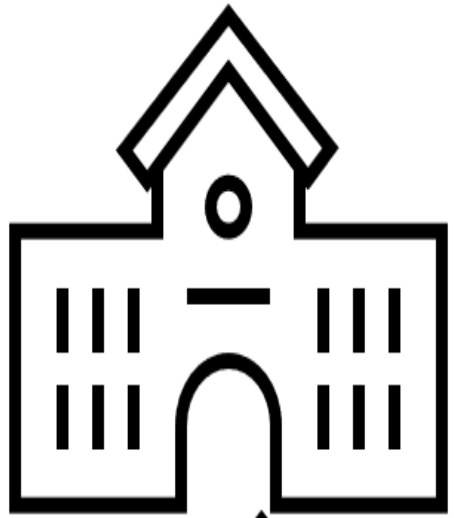
Proposed Minimum N-Count of 30

All Students per School or Student Group

- Emphasize more reliability and less inclusion, while keeping the system very simple (e.g., implement a single rule about n-size, such as increase the minimum-n to 30 per school/student group)
- Continue to report in the School Report Card (SRC) at 10 per grade
- Kentucky reports by school level (elementary, middle and high)

Recommended N-Count

All Students per School or Student Group



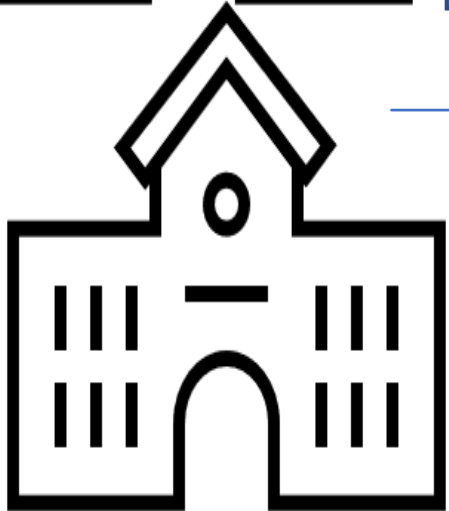
Reading and Mathematics (Grades 3-5)
N-Count = 30 Example

Grade 3 – 5 students

Grade 4 – 10

Grade 5 – 25 students

Exceeds 30 total students
Indicator *is included* in
Accountability



Grade 3 – 5 students

Grade 4 – 10

Grade 5 – 5 students

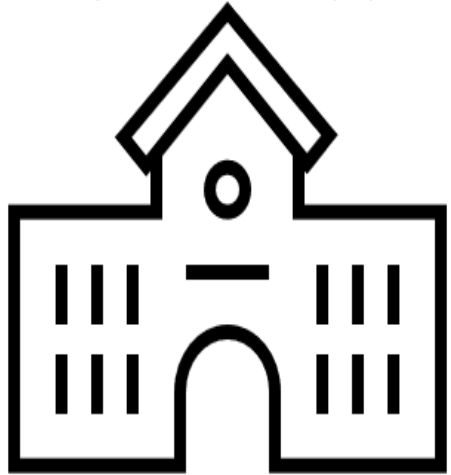
Less than 30 total students,
Indicator *is NOT included* in
Accountability

Recommended N-Count (continued)

All Students per School or Student Group

Science (grade 4), Social Studies and Writing (grade 5)

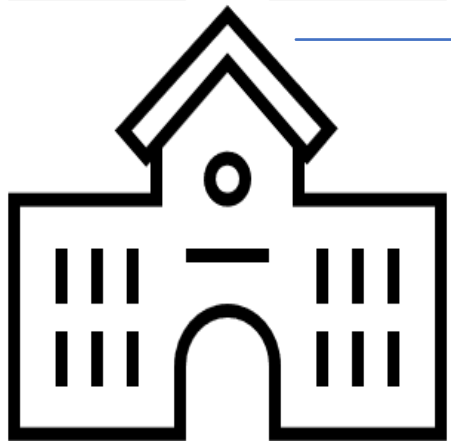
N-Count = 30 Examples



Grade 4 – 35

Grade 5 – 5 students

Exceeds 30 total students
Indicator *is included* in
Accountability



Grade 4 – 5 students

Grade 5 – 5 students

Less than 30 total students,
Indicator *is NOT included* in
Accountability

Accountability Regulation 703 KAR 5:270

Tentative Timeline

- **Aug. 2020** -- Overview of SB 158 changes with Kentucky Board of Education (KBE)
- **Oct. 2020** -- Direction and guidance from KBE on accountability regulation
- **Dec. 2020** -- 1st reading; Amendments to Accountability Regulation
- **Feb. 2021** -- 2nd reading; Amendments to Accountability Regulation
- **Mar.- Apr. 2021** -- 60-day public comment period
- **June 2021** -- Statement of Consideration and Possible Additional Amendments to 703 KAR 5:270 to the KBE
- If approved by the KBE, the regulation will move through the legislative committees in Summer 2021.

Division of Assessment and Accountability Support

Contact Information

- KDE DAC Information
dacinfo@education.ky.gov
(502) 564-4394

VI. Teacher Recruitment and Retention

Meredith Brewer and Erin Ashcraft
Office of Educator Licensure and Effectiveness
Division of Educator Recruitment and Development
Kentucky Department of Education

Guiding Question: What additional supports can GoTeachKY provide to assist with your school/district's recruitment and retention efforts given the challenges associated with the pandemic?



TEACH KY

Guiding Question

What additional support can GoTeachKY provide to assist with your school/district's recruitment and retention efforts given the challenges associated with the pandemic?

Let us know!

meredith.brewer@education.ky.gov

erin.ashcraft@education.ky.gov

GoTeachKY





[Why Teach?](#) [Your Pathway to Teaching](#) ▾ [Starting Your Career](#) ▾ [Elevating the Profession](#) ▾ [Contact Us](#)

Inspiring Kentucky's Next Generation of Teachers



What's missing from
Kentucky's schools?

You.

You can positively impact the lives of children and families now and for generations to come. You can have a hand in preparing and shaping Kentucky's next generation of leaders. You can inspire Kentucky's next generation of scientists, healthcare professionals, educators, attorneys and athletes.

Take the next step toward teaching. Kentucky students need you.

Where do I start?



I'm a [high school student](#) interested in learning more about the teaching profession.



I'm in [college or about to enter college](#) and want to learn more about [educator preparation programs](#) in Kentucky.




I'm interested in [changing careers](#) and want to learn more about how I can become a teacher in Kentucky.

GoTeachKY is an initiative from the Kentucky Department of Education. Through GoTeachKY, we are recruiting the next generation of Kentucky educators to remedy the critical teacher shortage currently affecting every state in America. Research supports that the most important factor contributing to student achievement is effective teachers. It is the mission of GoTeachKY to ensure that all students across the Commonwealth have equitable access to effective educators.

Go Teach KY
97 Tweets


Go Teach KY @GoTeachKY · Nov 8
Heather Blackwell teaches English 2 and 3 at LaRue County High School. Her colleagues say she is an amazing and engaging teacher. We can tell that she loves her job from the smile on her face! #GoTeachKY #FacesFromTheField Submit a teacher to feature! bit.ly/FacesForm



Heather Blackwell
LaRue County High School
English II & III
#FACESFROMTHEFIELD
#GOTEACHKY

6 22

Go Teach KY @GoTeachKY · Nov 7
On Thursdays, we give thanks for the great teachers we have known. Show your gratitude to one of those who helped you make history by using #ThankATeacherKY and share the love with us all!



"All teachers teach history to those who will make history."
GREG HENRY QUINN
TEACH KY

4

You Retweeted

JCPS @JCPSKY · Nov 6
Looking for some #WonderfulWords for your #WednesdayWisdom? @watterson_elem has you covered!

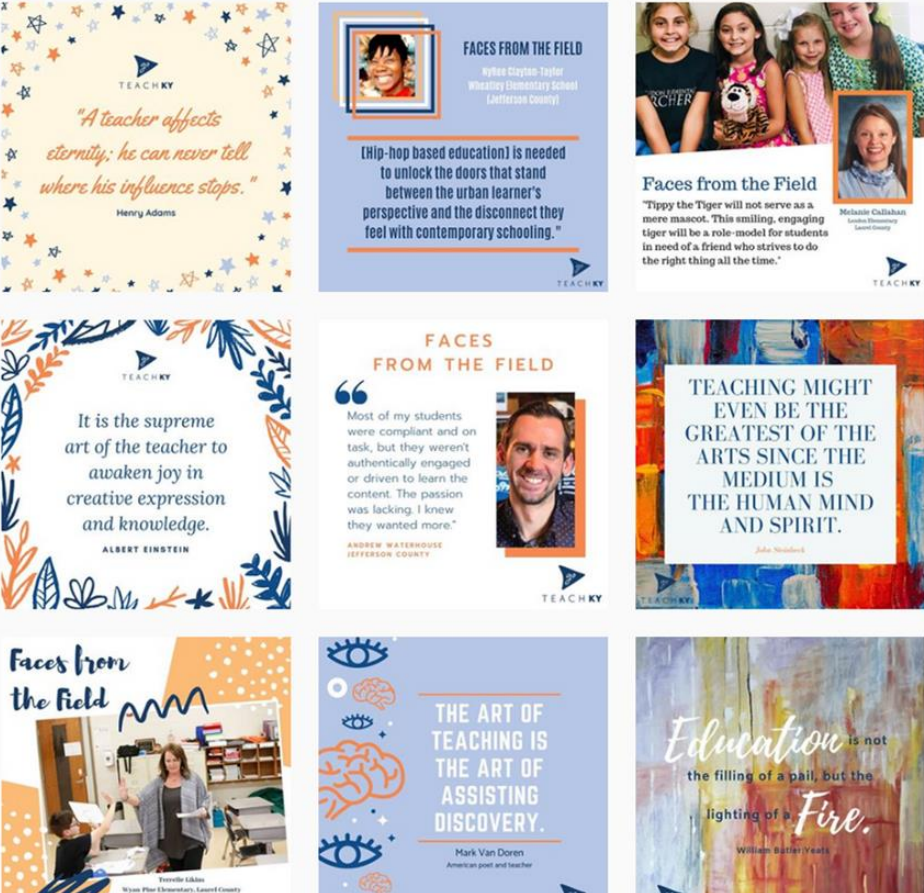
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It is World Kindness Day! How can you bring kindness into your classroom? Check out <https://www.randomactsofkindness.org/for-educators>
Tell us about a Random Act of Kindness you have experienced!
#GoTeachKY #WorldKindnessDay



"WHAT YOU DO MAKES A DIFFERENCE, AND YOU HAVE TO DECIDE WHAT KIND OF DIFFERENCE YOU WANT TO MAKE."
- JANE GOODALL

Like Comment Share

Go Teach KY
Yesterday at 12:08 PM

Today is Young Readers Day! Some of the best classroom moments

Community

Invite your friends to like this Page

542 people like this

551 people follow this

Ian Brewer and 2 other friends like this

About

Send Message

goteachky.com

Education

Suggest Edits

Page Transparency

Facebook is showing information to help you better understand the purpose of a Page. See actions taken by the people who manage and post content.

Page created - July 23, 2019

Facebook

@GoTeachKY

2021 GoTeachKY Ambassadors



DeeAnna Albright,
Carter County



Corey Bauer,
Knox County



Amanda Bell,
Erlanger-Elsmere Independent



Kari Cornett,
Teach for America Appalachia



Alfonso De Torres Núñez,
Jefferson County



Jennifer Emberton,
Allen County



Christine Meisberger,
Scott County



Sam Northern,
Simpson County



Bruce Blanton,
Shelby County



Tanner Chaney,
Laurel County



Robert Collins,
Greenup County



Steve Fowler,
Owensboro



Lisa Michelle Hanson,
Scott County



Susan Hellard,
Franklin County



Amanda Nutt,
Caverna Independent



Emaleigh Osborn,
Martin County



Virginia "Jenny" Hudson,
Owensboro



Amie Huff,
Fulton Independent



Amanda Klare,
Beechwood Independent



Alissa Riley,
Christian County



Jennifer Scarbrough,
Owensboro



Joshua Scherrer,
Daviness County



Lyndsay Nottingham,
Clark County



Amanda White,
Mason County



Miles Johnson,
Jessamine County



Charlene Martin,
Paintsville Independent



Theresa McDavid-Dobbins,
Boyd County



Nikki Sims,
Owensboro



Allison M. Stacy,
Kenton County



Stacey Treece,
McCracken County



Noraa Ransey,
Calloway County

BE A
LEADER

BE A
WORLD
CHANGER

BE A
LIGHT



BE A
TEACHER

Your Pathway to Teaching

Education Major



Teaching is an incredibly rewarding profession. As with all careers there will be highs and lows, but when those lows come, it helps to remember not every job can change a life.

"There is nothing more rewarding than seeing a child 'get it'! Kids don't remember their favorite test, policy, or bad day. Students remember teachers and moments you create with their peers. No other profession has the power to change the world like education."
– **Noraa Ransey**, *Kentucky Teacher and GoTeachKY Ambassador*

Below you will find links that will help you navigate the path from where you are now to your teacher certification.

[Undergraduate Pathway Form](#)

Career Changer



Looking for a change? Whether you've been a laborer, office professional, soldier, or chef, in Kentucky, we have several alternative pathways to certification.

"A person should consider teaching as a profession because the next generation of students need us to educate them to be productive citizens of a democratic society. In spite of all the difficulties, teaching is worth it to me. I persevere in spite of the challenges because our next generation leaders need us."
– **Theresa McDavid – Dobbins**, *Kentucky Teacher and GoTeachKY Ambassador*

Below you will find a link to a form that can provide you help with determining the best path for you.

[Alternative Pathway to Certification Form](#)

If you would like to schedule an alternative pathway counseling session with one of our certification specialist, please complete this [form](#).

School Counselor Toolkit

We've curated some great resources for school counselors to use as they help guide students into the teaching profession.



What's it like to
major in education?



Is teaching right for me?



Why Teach?



Earning Potential



Teacher
Occupational Outlook



Alternative Pathways

New Teacher Support



NEW TEACHER NETWORK

Leadership & Professional Growth



VII. New Resource for Remote Teaching

Stacy Noah

Office of Educator Licensure and Effectiveness
Division of Educator Preparation and Certification
Kentucky Department of Education

Guiding Question: How might schools use supplemental resources to maximize the effectiveness of remote teaching?



Teachers and Other Professionals ▾

Principal ▾

Certified Evaluation Planning

GROWTH AND EVALUATION

Certified Evaluation Planning

Published: 10/22/2020 9:51 AM

COVID-19 Resources for Certified Evaluation Planning (CEP)

Certified Evaluation Plan (CEP) Modifications due to COVID-19

SB 177 signed into law on March 24, 2020, provides:

Section 8. Notwithstanding KRS 156.557 and 704 KAR 3:370, for the 2019-2020 school year, a local board of education may revise the district's certified evaluation plan due to the COVID-19 public health emergency.

In response to the COVID-19 public health crisis, SB 177 allows Kentucky school districts the ability to modify the district's Certified Evaluation Plan (CEP) for the 2019-2020 school year. The CEP can be modified to address the needs of the district during this time. CEP's modified for the 2019-2020 school year, only require local school board approval. **KDE approval is not required.**

What if the District is unable to follow the procedures established in the Certified Evaluation Plan due to the COVID-19 closures?

The CEP can be modified to address the needs of the district during this time. KDE recommends districts consider their needs related to evaluation and make changes appropriately for what works best for their educators. The modified CEP must be approved by the local school board.

What changes can be made to the CEP to ensure evaluations are completed this year?



New Resources for 2020

[Danielson Group Remote Teaching Guide](#)

[KY PSEL Growth & Evaluation Tool](#)

[Assurances Document](#)

[KY PSEL Professional Learning Series](#)

**New
Resource**



THE FRAMEWORK *remote* FOR TEACHING

One hour session

***450 registered
315 attended
70% attendance
rate***

***~Additional
sessions, as
requested***

LINK IN CHAT

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
<p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy <p>B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs <p>C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners <p>D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students <p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure <p>F. Designing Student Assessment</p> <ul style="list-style-type: none"> i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning 	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> i. Teacher Interaction with Students ii. Student Interactions with One Another <p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work <p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals <p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior <p>E. Organizing Physical Space</p> <ul style="list-style-type: none"> i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources 	<p>A. Communicating with Students</p> <ul style="list-style-type: none"> i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language <p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> i. Quality of Questions ii. Discussion Techniques iii. Student Participation <p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing <p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress <p>E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> i. Lesson Adjustment ii. Response to Students iii. Persistence 	<p>A. Reflecting on Teaching</p> <ul style="list-style-type: none"> i. Accuracy ii. Use in Future Teaching <p>B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records <p>C. Communicating with Families</p> <ul style="list-style-type: none"> i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program <p>D. Participating in a Professional Community</p> <ul style="list-style-type: none"> i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects <p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession <p>F. Demonstrating Professionalism</p> <ul style="list-style-type: none"> i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making <p>Compliance with School and District Regulations</p>

Research, observations, and conversations with experts and practitioners led to a narrower set of components.

01

Knowing and Valuing Your Students

Begin by deeply understanding your students' identities and assets; their current context and needs; and how to best support their social, emotional, and academic development in partnership with families and caregivers (Components 1b and 4c).

02

Building Responsive Learning Environments

Based on what you learn, create a supportive online learning environment and establish or adjust systems and supports that prioritize equitable access, easy navigation of learning experiences, and ongoing formative assessment (Components 2a, 2c, and 3d).

03

Engaging Students in Learning

With these systems and structures as a foundation, plan and facilitate engaging and coherent instruction designed to meet students where they are in this moment (Components 1e, 3b, and 3c).

Planning: 1b, 1e, Environment: 2a, 2c, Instruction: 3b, 3c, 3d, Professionalism: 4c

Each of the eight components is presented on two pages.

The first page is descriptive and provides an explanation, including elements that help define the components.

The second page includes:

Priorities

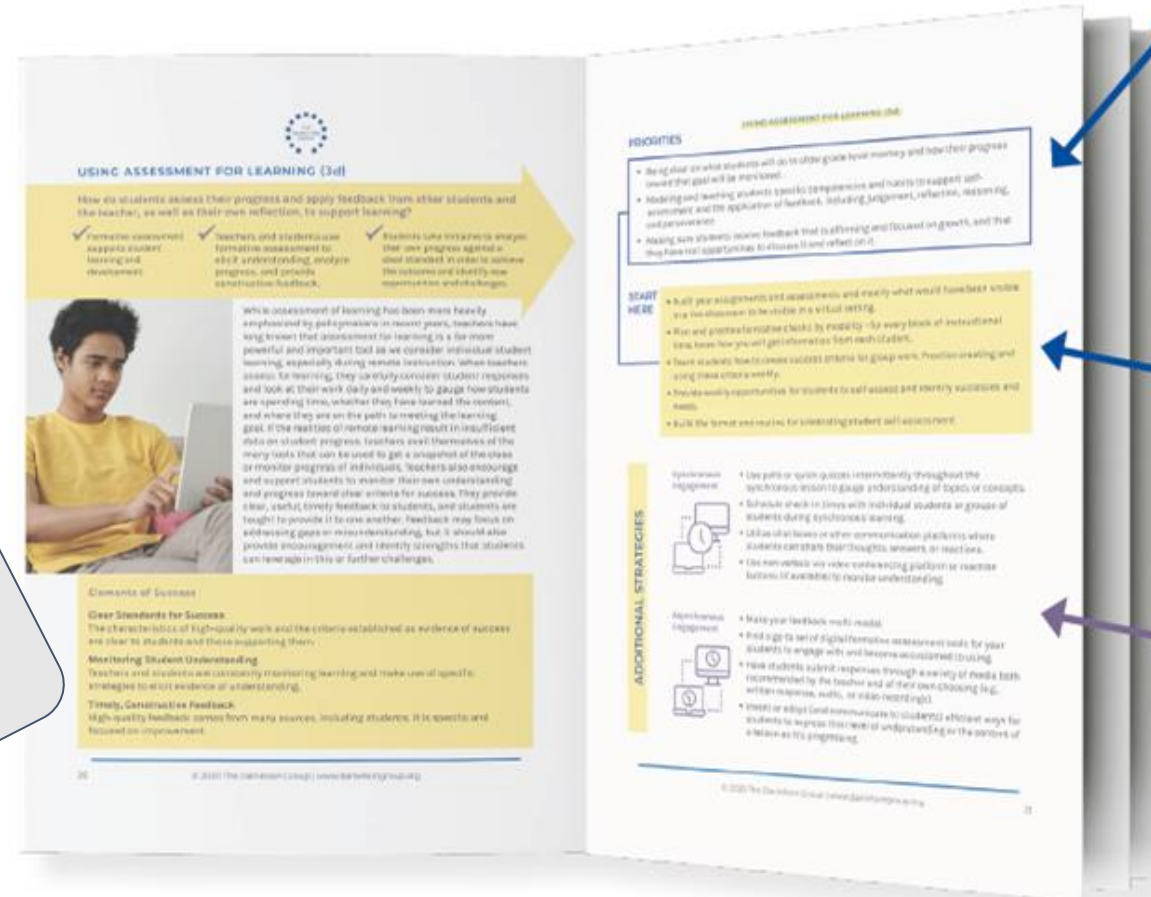
Our recommendations for where teachers should focus their time and energy, especially during the beginning of the school year. These are the most important things to get right this fall.

Start Here

A set of actions teachers can take immediately in order to set themselves and their students up for success.

Additional Strategies

Synchronous and Asynchronous approaches and suggestions for how to engage students and their families during distance learning.



The General Layout of the Guide



ENGAGING STUDENTS IN LEARNING (3c)

Do learning experiences give each student the opportunity to do the learning and engage in ways that are challenging, authentic, and relevant?

- ✓ Learning experiences engage students intellectually, requiring them to think and collaborate.
- ✓ Learning experiences support curiosity, encourage critical thinking, and include multiple ways for students to engage and represent their ideas.
- ✓ Students take initiative to increase the challenge, complexity, relevance, and rigor of learning experiences.



In order for successful learning to occur for each student, intellectual engagement is a necessity. Knowledge of students, planning for instruction, assessment, routines and procedures, and other aspects of teachers' responsibilities are ultimately about creating opportunities for students to engage with content, with one another, and with their own learning and development process. Teachers must provide rich opportunities, promote teamwork, use engaging materials, and give students time to reflect on learning - especially in a virtual environment. Busy work, such as mindlessly filling in blanks on digital worksheets, is as unproductive in online learning as it is in person. In some cases, it may be more challenging to determine whether students are engaged in online learning experiences. The cues that teachers look for may be less obvious in online environments, and it may be easier for students to fade away. It is essential, therefore, that teachers use the myriad of online resources at their disposal to support student engagement.

Elements of Success

Rich Learning Experiences

Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork

Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources

Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection

Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

PRIORITIES

- Encouraging multiple ways of interacting, multiple modes of accessing information, and multiple means of representing thinking.
- Making space for student choice and interest-driven learning across all subjects.
- Celebrating and sharing student creativity, curiosity, and resilience.
- Maintaining and modeling a learning stance on engaging through technology so students feel free to explore and improve their experience.
- Deviating from plan in the face of authentic student curiosity and initiative.

START HERE

- Plan for individual and group projects that are purely interest based.
- Audit your plans and assignments for points where students might be offered more choice.
- Know your content "critical path" - what you must convey versus what you can hold lightly if spontaneous opportunities for student innovation appear.
- Find a technology friend. Students will always adopt technology faster than adults, so have someone you can learn with when a new app or feature emerges that might further engage your students.

ADDITIONAL STRATEGIES

Synchronous Engagement



- Take advantage of small group synchronous sessions to gauge student engagement.
- Consider holding one-on-one meetings with students to dig into how they are engaging with asynchronous work.
- Plan synchronous screen time using a combination of audio and visual cues such as infographics and videos.
- As students engage in tasks or activities, consider how students will share their thinking and reasoning by chat, in an online document, or other written response.
- Provide opportunities for students to partake in collaborative, inquiry-based research using websites or online articles.
- Allow students to submit assignments in a variety of forms such as PowerPoint, Prezi, or pre-recorded segments.

Asynchronous Engagement



- Create a choice board to provide both structure and choice. For instance, post the board on Monday, and give students until Friday to complete it, at which time you can have a discussion to reflect on the key ideas and an assessment.
- Find or create interactive presentations that guide students through information, activities, and inquiry.
- Use a tool or platform to create an opportunity for reflection by asking students to post at the end of their day. This builds accountability and ownership, while giving students a flexible way of sharing and synthesizing.



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REFLECTION

COMPONENT DESCRIPTION

ELEMENTS OF SUCCESS

PRIORITIES

START HERE

ADDITIONAL STRATEGIES

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ADDITIONAL STRATEGIES

Synchronous Engagement



- Use an app that supports backchannel conversations during class discussions - and also allows the conversation to continue when the synchronous learning ends.
- Utilize breakout rooms to prioritize small group discussions, which are typically more effective and engaging than whole-group discussions.
- When a student responds, encourage all students to write a comment or give a thumbs up/down to express agreement or disagreement and a reason.
- Give student facilitators opportunities to "share their screen" to show their work or explanations rather than verbalizing everything.

Asynchronous Engagement



- Create spaces for offline discussions: blogs, chat spaces on LMS, shared Google docs, etc.
- To support student autonomy, create sign-up sheets for informal discussion groups (via phone or video conference platforms) based on lesson or project assignments.
- Periodically send brief surveys or emails during the day that include questions written to prompt thinking and ask students to explain their reasoning.

Possible Examples

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> Students are able to fill out the worksheet without fully understanding what it's asking them to do. | <p>in parts, but rushed or dragging in others.</p> <ul style="list-style-type: none"> Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle | <ul style="list-style-type: none"> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the | <ul style="list-style-type: none"> Students are asked to write an essay "in the spirit of Hemingway." A student asks whether they might remain |
|--|--|--|--|

There are strengths to both approaches. Effective remote teaching requires a combination of both synchronous and asynchronous learning.

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Any of the type of communication you would do in-person that you are now doing with digital tools.

Key advantages of ***Synchronous***?
Dynamic, interactive communication and the ability to create shared experiences together. Immediate responsiveness from teacher.

When to use?

- guided practice on a discrete skill incorporating immediate feedback on accuracy
- revisit difficult material
- address student challenges
- quick performance assessment with feedback in the moment
- small group brainstorming, planning, & decision-making
- deep dive into topic using class discussion to clarify misconceptions

Synchronous Engagement



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- Periodically send brief surveys or emails during the day that include questions written to prompt thinking and ask students to explain their reasoning.

Teacher & student interactions occur at different times.

Key advantages of ***Asynchronous***?

Provides flexibility for learning.
Allows learners to work at own speed to complete deadlines.
High accessibility.

When to use?

- Direct instruction
- Introduce new ideas/concepts
- Students can easily re-watch/pause a video
- Promote peer collaboration
- Greater student agency
- Personalization ease

How might schools use supplemental resources to maximize the effectiveness of remote teaching?

Relative to remote teaching, ...

→ What's working?

→ How might we capitalize on what's working well to support the practice of others?

VIII. Adjournment

*Next Meeting Date: March 23, 2021

*Google Forms Link for Feedback Regarding Today's Meeting

[CLICK HERE](#)

Stacy Noah

Office of Educator Licensure and Effectiveness
Division of Educator Preparation and Certification
Kentucky Department of Education